



Geiger Elementary

150 TM Cook Lane
Ridgeway, SC 29130

Grades	PK-6 Elementary School	
Enrollment	316 Students	
Principal	Mr. Joe E. Seibles	803-337-8288
Superintendent	Samantha J. Ingram, Ph.D.	803-635-4607
Board Chair	Mrs. Catherine Kennedy	803-337-3522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

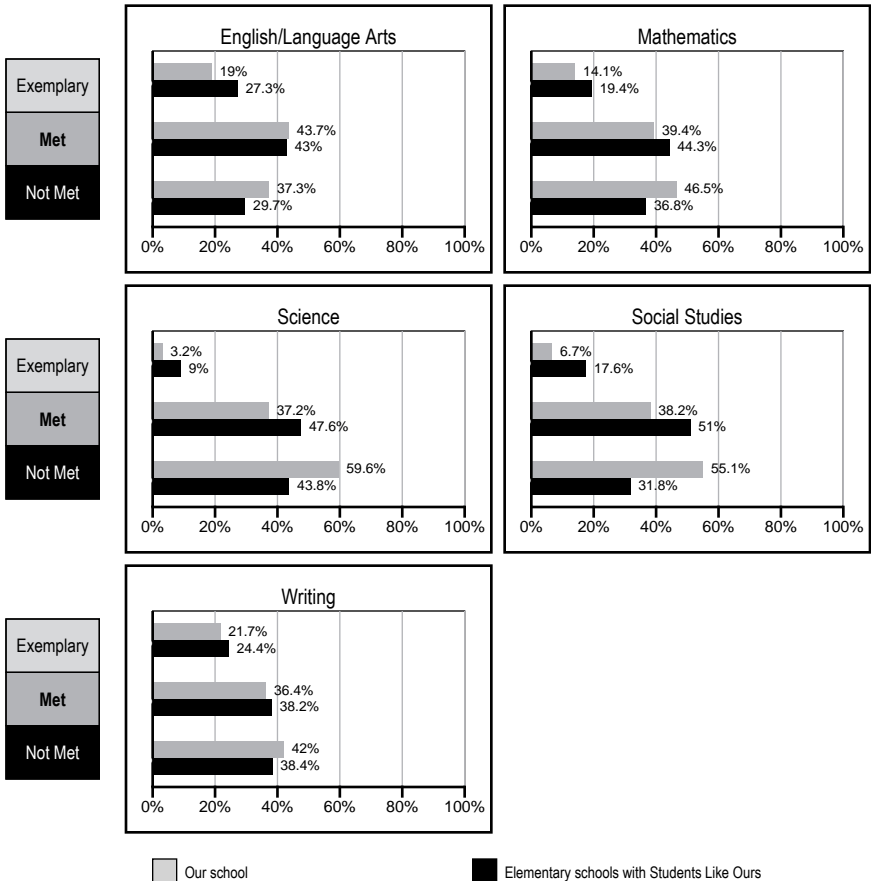
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	30	5

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=316)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	2.5%	1.9%
Attendance rate	96.8%	Down from 97.4%	96.0%	96.3%
Eligible for gifted and talented	11.8%	Down from 15.0%	6.1%	10.0%
With disabilities other than speech	3.4%	Up from 3.2%	9.0%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	58.3%	Down from 76.9%	57.0%	59.4%
Continuing contract teachers	70.8%	Up from 57.7%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	77.1%	Down from 91.5%	84.9%	85.9%
Teacher attendance rate	97.6%	Down from 99.0%	95.0%	95.1%
Average teacher salary*	\$46,771	Up 2.2%	\$46,058	\$47,149
Professional development days/teacher	10.0 days	Up from 8.3 days	11.7 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.3 to 1	17.9 to 1	18.8 to 1
Prime instructional time	92.1%	Down from 95.5%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.4%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,802	Down 6.9%	\$7,756	\$7,458
Percent of expenditures for instruction**	66.3%	Up from 64.2%	68.1%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Up from 58.6%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Geiger Elementary School's main goal is to continue to strive to develop well-rounded students. We will continue to focus on making academic gains to help us in attaining our goal of increasing the percentage of students scoring proficient and advanced. We are committed to providing a challenging, safe, and positive learning environment where all children can reach their highest potential. The teachers, faculty, and staff strived daily to develop academic, leadership, and social skills in each student. The teachers worked to help improve student attitudes towards learning in order to ensure their success in the future. Our committed staff, dedicated parents, active Parent Teacher Organization, and Student Improvement Council work closely with us to make learning enjoyable for each and every one of our 320 students.

Geiger Elementary School achieved an "Average" growth rating on the 2008 annual school report card. GES received the state's Palmetto Silver Award in recognition of our students' academic success. Our school implemented single-gender classes in 5th and 6th grade. As well as teaching academics, we also focused on the development of their public speaking skills, confidence and self-esteem, and the importance continuing their education.

In addition to academics being a major part of our school culture, we also focused on helping our students become productive citizens in the world. Our guidance counselor, along with the help of other staff and community leaders, worked with our students on character education and service learning. The student council sponsored Thanksgiving and Christmas canned food drives; the proceeds were used to provide food baskets to needy families. These opportunities showed our students the importance of giving back to the community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	31	21
Percent satisfied with learning environment	86.4%	71.0%	55.0%
Percent satisfied with social and physical environment	95.5%	80.6%	61.9%
Percent satisfied with school-home relations	63.6%	87.1%	66.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	151	99.3	37.3	43.7	19	78.9	71.7	82.8	Yes	Yes
Gender										
Male	68	98.5	43.5	45.2	11.3	74.2	66.4	79.3	N/A	N/A
Female	83	100	32.5	42.5	25	82.5	76.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	24	95.8	40.9	31.8	27.3	72.7	77.4	89.5	I/S	I/S
African American	122	100	37.4	46.1	16.5	80	70.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	53.8	44.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	122	100	37.9	45.7	16.4	78.4	70	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	151	99.3	46.5	39.4	14.1	66.9	65.6	78.9	Yes	Yes
Gender										
Male	68	98.5	51.6	35.5	12.9	62.9	62.6	77	N/A	N/A
Female	83	100	42.5	42.5	15	70	68.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	24	95.8	54.5	31.8	13.6	63.6	73.4	87.2	I/S	I/S
African American	122	100	46.1	40.9	13	67	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	30.8	31.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	122	100	51.7	37.9	10.3	64.7	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	98	100	59.6	37.2	3.2	40.4	46.5	67.5
Gender								
Male	42	100	61.5	33.3	5.1	38.5	44.3	67
Female	56	100	58.2	40	1.8	41.8	48.6	68
Racial/Ethnic Group								
White	17	100	43.8	37.5	18.8	56.3	54	79.5
African American	78	100	N/AV	N/AV	N/AV	37.3	45.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	16	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	40	59.6
Socio-Economic Status								
Subsided meals	76	100	63.5	35.1	1.4	36.5	43.7	55.1

Social Studies

All Students	95	100	55.1	38.2	6.7	44.9	52.7	72.3
Gender								
Male	41	100	59.5	32.4	8.1	40.5	48.4	71.5
Female	54	100	51.9	42.3	5.8	48.1	56.5	73.2
Racial/Ethnic Group								
White	13	100	75	16.7	8.3	25	63.5	80.7
African American	79	100	54.1	40.5	5.4	45.9	50.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	93.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	92.9	67.9
Socio-Economic Status								
Subsided meals	81	100	59.2	32.9	7.9	40.8	49.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	151	97.4	41.5	36.6	21.8	58.5	56.3	70.2	96.8	95.6
Gender										
Male	67	95.5	52.5	31.1	16.4	47.5	48.2	63.2	96.3	95.3
Female	84	98.8	33.3	40.7	25.9	66.7	63.8	77.5	97.3	95.8
Racial/Ethnic Group										
White	23	91.3	38.1	42.9	19	61.9	59.1	79.1	95.3	94.6
African American	123	98.4	43.1	35.3	21.6	56.9	55.7	57.6	97.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	62.6	96.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	28.6	19.3	26.1	96	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.3	61.2	96.1	95.5
Socio-Economic Status										
Subsidized meals	122	98.4	45.2	35.7	19.1	54.8	54.3	58.9	96.6	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	97.6	45	32.5	22.5	55
	4	43	100	43.9	46.3	9.8	56.1
	5	34	100	22.6	58.1	19.4	77.4
	6	32	100	33.3	40	26.7	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	97.6	55	30	15	45
	4	43	100	48.8	41.5	9.8	51.2
	5	34	100	38.7	45.2	16.1	61.3
	6	32	100	40	43.3	16.7	60
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	61.9	28.6	9.5	38.1
	4	43	100	53.7	43.9	2.4	46.3
	5	17	100	N/AV	N/AV	N/AV	56.3
	6	17	100	N/AV	N/AV	N/AV	12.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	20	100	N/AV	N/AV	N/AV	36.8
	4	43	100	61	34.1	4.9	39
	5	17	100	40	40	20	60
	6	15	100	42.9	50	7.1	57.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	42	97.6	45	30	25	55
	4	43	97.7	48.8	41.5	9.8	51.2
	5	34	97.1	35.5	35.5	29	64.5
	6	32	96.9	33.3	40	26.7	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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